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ABSTRACT

This booklet is a collection of abstracts describing the 18 programs offered at the Alternate Learning Center of the Rhode Island Teacher Center which has as its primary function school based inservice training for local teachers and administrators. Each project is described in detail, including course goals, specific objectives, training activities, and evaluation results. Some of the programs described include Career Education, Creative Problem Solving, Teacher Effectiveness Training, Project Management, Determining Instructional Purposes, Program Budgeting, and Experience in the Metric System. The booklet also provides information on the number of credits applicable to degree programs and toward certification, as well as the number of training hours necessary for each program. (DMT)

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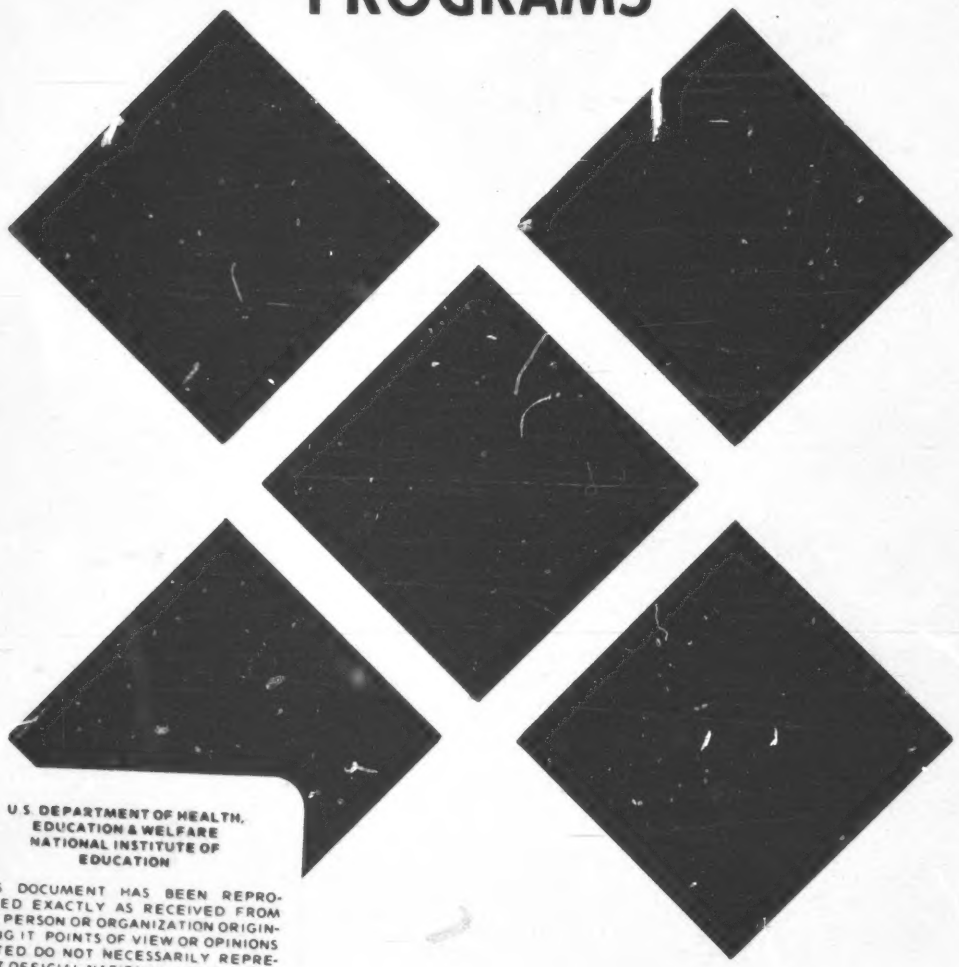
ALTERNATE LEARNING CENTER
ABSTRACTS
OF INSERVICE TRAINING PROGRAMS



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RHODE ISLAND DEPARTMENT OF EDUCATION
DIVISION OF DEVELOPMENT AND OPERATIONS
RHODE ISLAND TEACHER CENTER
ALTERNATE LEARNING CENTER

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THE ALTERNATE LEARNING CENTER

Rhode Island is the site of one of four U.S.O.E. supported teacher centers. The Alternate Learning Center (A.L.C.) is the major component of the Rhode Island Teacher Center and has as its primary function school based in-service training for local teachers and administrators.

Each operating cycle of the A.L.C. includes the following elements: the collection, review and selection of validated programs/practices derived from R & D labs and centers as well as school based developers; the training of trainers in selected validated practices, the process of matching identified practices with school needs through the use of printed material, state-wide Awareness Conferences, and Department of Education Program Development Consultants; the organization of school based training programs which include the purchase of materials, the acquisition of graduate credit, the identification of training sites and the scheduling of trainers.

All training is evaluated immediately following each training program and impact is assessed four to six months following training. The Alternate Learning Center provides in-service training for Rhode Island educators which is focused on school needs. It acts as a linker and feedback mechanism for the products of the research and development community.

The A.L.C. initiated its system of school based in-service training in January, 1973. Through four cycles of continuous refinement of the A.L.C. process, over 4,600 of Rhode Island teachers and administrators in thirty-five (35) school districts have been engaged in training in twenty-one programs ranging from goal setting to classroom materials design. All training programs are described in this Abstract Booklet. In order to apply for training, please call your Program Development consultant at 277-2821. The A.L.C. Guidelines and Proposal Manual is available for your use in applying for training.

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CYCLE V SUMMARY OF A.L.C. TRAINING PROGRAMS

Cycle V Training is Available During the Spring and Summer Semesters of 1976.

PROGRAM NAME	CREDITS*-SOURCE	LENGTH OF TRAINING
1. Individually Guided Education/Multi-Unit School (IGE/MUS)	3 U.R.I.	Approximately 40 hours
2. The Teaching of Science--A Self-Directed Teacher Education Program	3 R.I.C.	35-40 hours
3. MINICOURSES: Effective Questioning Developing Children's Oral Language Individualizing Instruction in Mathematics Organizing Independent Learning Higher Cognitive Questioning	NO CREDIT	Time varies among the 5 minicourses
4. Concepts and Materials (CAM)	3 U.R.I.	37 hours
5. First Step	Credits vary among modules - RIC	Hours vary among modules
6. Career Education (Secondary)	3 R.I.C.	35 hours
7. Apex (Office Simulation)	3 U.R.I. Business Education	35 hours

*Not all graduate credit is applicable to degree programs. The applicant is urged to consult with his/her graduate advisor as to the program applicability of the credit. All credit applies toward certification.

PROGRAM NAME	CREDITS*-SOURCE	LENGTH OF TRAINING
8. Wisconsin Design in Reading: Word Attack and Study Skills	3 R.I.C.	35 hours
9. Project Management	3 R.I.C.	35 hours
10. Determining Instructional Purposes	3 R.I.C.	45 hours
11. Evaluation Work-Shop I	1 R.I.C.	16 hours
12. Creative Problem Solving	3 R.I.C.	35 hours
13. Improvisational Techniques for the Classroom	3 U.R.I.	35 hours
14. An In-Service Workshop for Teacher Training in Environmental Education	3 R.I.C.	35 hours
15. Experience in the Metric System	1 R.I.C.	15 hours
16. Teacher Effectiveness Training (limited to sections of 25 participants)	3 U.R.I.	35 hours
17. ACTIVE	3 R.I.C.	40 hours
18. Program Budgeting		

*Not all graduate credit is applicable to degree programs. The applicant is urged to consult with his/her graduate advisor as to the program applicability of the credit. All credit applies toward certification.

INDIVIDUALLY GUIDED EDUCATION AND THE MULTIUNIT ELEMENTARY SCHOOL*
IGE/MUS-E

Individually Guided Education (IGE), a system of education and instruction developed by the University of Wisconsin's Research and Development Center for Cognitive Learning, is designed to produce higher educational achievement through adequate provision for differences among students in a rate of learning, learning style, and other characteristics. Included in the IGE system is an extensive organizational model for instruction and administration in schools and districts known as the multiunit elementary school (MUS-E). The other components of the system include instructional programing for each individual student with related monitoring and guidance, curriculum materials as necessary, evaluation and assessment of learning readiness, achievement measures not only for the student but also for teachers, and accountability measures for the programs themselves. The system also encompasses development of facilitative environments in school buildings, school districts, State education agencies, teacher education institutions, and, finally, a component for continuing research and development.

As a component of the IGE, MUS-E was designed to develop and refine an organization for instruction and related administrative arrangements on the school building level that will make possible (1) instructional programing for individual students in the various curriculum areas; (2) shared decision making by administrative and instructional personnel (3) open communication among students, instructional personnel, and administrative personnel; and (4) accountability for the performance of educational personnel and for student achievement and staff development. To obtain these objectives, a trilevel, hierarchical, organizational-administrative arrangement has been developed as follows:

a. An organization for instruction replacing the self-contained classroom, called a nongraded instruction and research unit (I & R unit), in which instructional programs for individual children are planned, carried out, and evaluated by an instructional unit staff comprised of a lead teacher, two or more staff teachers, a teaching intern, and one or more aides. A school of 600 typically organizes into four multiage I and R units of about 150 children each, and a staff of at least five.

b. An instructional improvement committee in each building, comprised of the building principal and the lead teachers of the I & R units that takes primary initiative for (1) stating the educational objectives and developing the educational program for the entire school building; (2) interpreting and implementing district-wide and state-wide policies that affect the educational program of the building; (3) coordinating unit activities to achieve continuity in all curriculum areas; and (4) arranging for the use of facilities, time and material that the I & R units do not manage independently.

c. A district-wide policy committee--comprised of the central office representatives, building principals, and I & R unit lead teachers--that takes primary initiative for developing policies and providing the human and material resources essential for successful multiunit school operations.

Results obtained during 1968-70 in two functioning MUS-E's where the Wisconsin Design for Reading Skill Development was also in use, and after the I & R units had been operating smoothly for a year, illustrate the kinds of evaluation being done. Compared with control schools, in the Multi-Unit Schools:

- Teachers spent more time in planning for instruction and diagnosing individual children's needs
- Teachers participated more in instructional decision-making
- Specialization of labor occurred among the instructional staff
- Communication increased among the instructional staff and between the building principal and the several lead teachers
- Goals were set by the instructional staff in terms of pupil achievement in reading

Moreover, children gained more skill in reading as measured by standardized criterion-referenced tests. They made larger gains during the first year of MUS-E operations than they had during the prior years.

In operation, a differentiated staff consisting of a team leader, staff teachers, a teaching intern or student teacher, and two aides typically form the instructional team for each unit. Training requirements for the professionals to be involved in MUS-E responsibilities include a one-day awareness session for key district level administrators, a three-day workshop for building principals and prospective unit leaders, and a one-week institute for the entire building staff prior to the implementation of IGE/MUS-E. In addition, there needs to be a one-day workshop for the building staff during the first semester of implementation and another one-day workshop for the building staff during the second semester of implementation. The workshop agenda for the three-day principal-unit leader workshop and the first three days of the one-week workshop for building staff is as follows:

I. Overview of IGE

   A. Workshop objectives
   B. History of IGE/MUS-E
   C. Seven Components of IGE
   D. Instructional Programming in IGE

II. Simulation of Instructional Programming

A. Pre-Assessment of participants' knowledge of IGE concepts
B. Concepts instruction
C. Post-Assessment

III. Identification of problems associated with implementing IGE/MUS-E

A. Nominal group process of problem identification
B. Prioritization of problematic factors

IV. Presentation of Curricular Materials

A. Wisconsin Design for Reading Skill Development
B. Other objective-based curricula

V. Implementation Strategy

A. Development of possible MUS-E organizational design for each participant groups' building
B. Development of tentative staff inservice program
C. Proposed roles and responsibilities of various staff positions
D. Possible ways of cotaining three to five hours of planning time per week for each unit
E. Develop plans for obtaining paraprofessional assistance
F. Identification of a curricular area for which the instructional programing model will be applied.

To operate a MUS-E unit may require approximately $20 per pupil which can be used for any combination of the following: one instructional aide per 150 students, additional instructional materials, and higher pay for the unit leader. Costs for the inservice training of principals and prospective unit leaders and building staffs equal the cost of providing time for these personnel to attend the training sessions. The cost of trainers and materials at the inservice sessions are covered by the Alternate Learning Center. Although it is preferable to have an open style or "podtype" school building, many schools constructed in the thirties have successfully implemented IGE/MUS-E in their egg-crate schools.

As is apparent, the organizational changes required are major ones. The organization, construction, and administrative arrangements of the instructional space and central office are installed through a carefully designed four-phase inservice educational program, each involving use of multimedia instructional materials. Components parallel with the organization and installed simultaneously are (1) the instructional programing model for the individual student and (2) a curriculum package in reading as one focus areas through which to actually implement programing for the individual student. Strong support from the chief school officer and the board of education is essential, and it is necessary to have above average instructional leadership, a readiness on the part of all participants to pursue the sequences of the inservice training program.

The Multi-Unit School has demonstrated its feasibility. Without outside support, the number of multiunit schools installed in the State of Wisconsin by the Department of Public Instruction increased from nine in 1967-68 to 99 in 1970-71. Rhode Island has 20 schools in varying degrees of implementation.

*Presented at Awareness I

MINICOURSES

Minicourses 1, 2, 5, 8 and 9 are autoinstructional training programs using skill films, microteaching techniques and audio or video taping for self-assessment

EFFECTIVE QUESTIONING--ELEMENTARY LEVEL* (MINICOURSE 1)

This autoinstructional teacher training package contains (1) a Teacher Handbook, including self-evaluation forms, (2) a Coordinator Handbook, (3) 11 16mm. instructional and model films, and (4) a text book that gives detailed information on the Minicourse instructional model and reports of research evidence. Its prime use is for elementary teachers interested in the intermediate grades, and it is likely to be found more effective with experienced inservice teachers than with teacher-trainees.

This Minicourse instructional model involves the following activities on the part of the trainee: (1) studying the teaching skill of effective questioning, and viewing a filmed sequence which shows several expert teachers using these skills in a microteaching situation; (2) planning, conducting, video-recording, and self-evaluating a microteaching lesson; and (3) revising the lesson, re-teaching, video-recording, and again self-evaluating.

The objectives are to increase the proportion of classroom incidents in which teacher will (1) ask questions that require students to use higher cognitive processes (such as evaluation. synthesis, problem solving); (2) deal with incorrect responses; (3) pause for a period of time between framing a question and calling for a pupil response; (4) redirect the same question to two or more pupils; and (5) probe pupil responses to increase pupil critical awareness. About half the skills sought are based on research findings, the remainder on "psychologically sound rationales." The general intent is to get teachers away from behaviors such as repeating their questions, answering their own questions, and otherwise talking too much.

Minicourse 1 was validated on 48 teachers who volunteered for the study. It made a significant difference in teacher effectiveness related to questioning techniques regardless of the social class being served. However, a later study indicated that Minicourse 1 may not be as effective for teachers in inner-city schools as for teachers in the suburbs.

A coordinator who needs no special training, other than familiarity with the Coordinator Handbook, takes care of scheduling and helps with equipment. Five to six pupils are also needed for the microteaching sessions.

Since the microteaching technique is best carried out during the regular schoolday, it is desirable for the school to provide each teacher participant with at least 8 hours of released time. In the typical case, since this can be spread over time, some schools have been managing this without engaging substitutes or by rotating a substitute from one classroom to another as the teachers are scheduled into their next minicourse lesson. The Alternate Learning Center provides a consultant to assist with organizing the training.

*Presented at Awareness I

MINICOURSE 2

Developing Children's Oral Language*

COURSE GOAL: To increase teacher skills in helping children use oral language more effectively. The course aids teachers working with K-3 children with verbal difficulties, by helping to develop sentence structure and the use of standard English. The course also helps teachers to develop better oral skills of children in grades 4-6 with English as their second language.

OBJECTIVES AND SKILLS

INSTRUCTIONAL SEQUENCE ONE

Objective: To develop teaching skills that expand the language and thought of children.

Skills: Extend a phrase to a sentence.
Refine meaning by providing a word that more accurately describes an objective or situation.

INSTRUCTIONAL SEQUENCE TWO

Objective: To develop teaching behaviors that introduce and provide practice and support for the use of new language.

Skills: Model new language patterns.
Elicit children's use of new language.
Provide specific praise for proper use of language.

INSTRUCTIONAL SEQUENCE THREE

Objective: To develop skill in applying teaching behaviors which promote language development of positional words and phrases.

Skills: Model positional language in context and in conjunction with objects.
Provide varied physical experiences to assure that children comprehend the meaning of positional words.
Elicit children's use of positional words.

INSTRUCTIONAL SEQUENCE FOUR

Objective: To develop skill in applying teaching behaviors which promote language development in the area of describing and classifying objects.

Skills: Elicit observations of objects.
Elicit observations of similarities and differences between and among groups of objects.
Model language for comparison.

INSTRUCTIONAL SEQUENCE FIVE

Objective: To develop skill in applying teaching behaviors which promote language development in the area of describing and identifying action.

Skills: Model action words in conjunction with a demonstration of the action.
Introduce other actions that are described by a particular word.
Elicit children's use of action words.

The Alternate Learning Center provides a consultant to assist with organizing the training.

*Presented at Awareness I

INDIVIDUALIZING INSTRUCTION IN MATHEMATICS*
(MINICOURSE 5)

This is a 13-hour self-instructional program designed to improve teacher's skills in the individual tutoring of pupils who are deficient in their understanding of mathematical concepts and algorithms. The program uses a micro-teaching approach: instruction by films and handbook, opportunity for controlled practice, feedback on one's performance, and an opportunity for improved practice. This Minicourse emphasizes methods rather than content.

There are five instructional sequences for accomplishing the objectives. The objectives (numbered items below) and skills covered in the sequence are as follows:

1. To improve teacher skill in rewarding pupils' correct responses and encouraging their active participation in the tutoring process.

   Skills: Using verbal praise to reward correct responses and asking prompting questions to increase the pupils' active involvement in the tutoring process.

2. To increase teacher skill in diagnosing pupils' deficeincies in understanding mathematical concepts and computational procedures.

   Skills: Asking general diagnostic questions, questions to test pupils' understanding, and questions which test pupils' ability to read the problem and decide on an appropriate operation.

3. To increase teacher use of techniques which help to develop pupils' understanding of mathematical concepts and computational procedures.

   Skills: Estimating an answer prior to using a computational algorithm, using expanded notation, the number line, etc., having the pupil draw a picture of the problem and writing a number sentence to express its requirements.

4. To increase teacher skill in evaluating student progress and assigning practice examples.

   Skills: Assigning practice examples and an evaluation example.

5. To improve teacher skill in organizing the mathematics class period for individual tutoring.

   Skills: Have pupils correct their own work and tutor each other.

(MINICOURSE 5 continued)

Teachers who participate in the Minicourse view nine 16mm. color films--a general introductory film and pairs of films for the first four sequences. Each pair demonstrates the objectives taught and shows model teachers in regular classroom settings (operating from a prepared script) using each of the skills covered.

In pursuing sequence 1, for example, a teacher-in-training sees instances of a model teacher employing general verbal praise, specific verbal praise, and prompting questions. The Teachers' Handbook helps reinforce the learning of these skills. Two microteach lessons are then taught applying the objectives and employing the skills. After the first session, the teacher reviews a self-made videotape or audiotape of that lesson. The lesson is then improved on the basis of self-evaluation presented again in a microteach setting and self-evaluated in the same manner.

Although the emphasis is upon tutoring skills and remedial work, the skills are useful in regular mathematics instruction as well. Moreover, teachers in regular instruction are afforded more time to give students individual attention; the Minicourse will help them learn to use their time effectively. Elementary school children who are exposed to the content of the sequences will also be helped, for the "number operations" and "verbal problem" areas from which the mathematical content was drawn are areas that most often present learning difficulties.

Evidence has shown that Minicourse 5 does bring about observable changes in mathematics tutoring skills. For example, the frequency of verbal praise increased by approximately 50 percent from pre- to post-course tapes. Positive gains were shown also in length of time spent in tutoring sessions, frequency of diagnostic questions, use of demonstration techniques, and the number of practice exercises assigned.

The Minicourse is a self-instructional program. A part-time coordinator is needed to train the elementary school teachers in the use of the equipment and to coordinate time schedules. In an inservice training setting, each teacher would need 13 hours of released time to see films, plan lessons, practice newly acquired skills, and complete self-evaluations. The Alternate Learning Center provides a consultant to assist with organizing the training.

*Presented at Awareness I

MINICOURSE 8

Organizing Independent Learning: Primary Level*

COURSE GOAL: To provide teachers with a set of skills that will establish for primary level children an understanding of how to work independently, including a knowledge of responsibilities, without the presence of an authority figure. The Intermediate Level MINICOURSE will be produced at a later date.

OBJECTIVES AND SKILLS

INSTRUCTIONAL SEQUENCE ONE

Objective: To develop teaching skills that establish the concept of working independently.

Teacher Behaviors:

1. Discuss "working alone" with pupils using a story or example.
2. Elicit examples of working alone from pupils.
3. Explain role of teacher while pupils are working independently.

INSTRUCTIONAL SEQUENCE TWO

Objective: To build teacher skills that lead to pupil skill in solving problems that occur during independent work periods.

Teacher Behaviors:

1. Help pupils identify problems that might be met during completion of an assigned task.
2. Ask pupils to give alternate solutions to problems.
3. Evaluate alternate solutions.
4. Set standards for what pupils are to do when finished with an assigned activity.
5. Evaluate pupil success at solving problems while working independently.

INSTRUCTIONAL SEQUENCE THREE

Objective: To develop teacher-learner expectations for delayed teacher response to pupil work.

Teacher Behaviors:

1. Discuss with pupils the difference between immediate and delayed teacher response to pupil work.
2. Demonstrate delayed teacher response to pupil work.
3. Use nonverbal and verbal cues to help pupils adjust to delayed response.

INSTRUCTIONAL SEQUENCE FOUR

Objective: To combine independent work, problem solving, and delayed response into a learning environment using independent activity and small-group instruction.

Teacher Behaviors:

1. Review working alone with pupils.
2. Discuss the assigned independent learning task.
3. Elicit problems and solutions from pupils.
4. Set standards for what to do when finished.
5. Provide delayed teacher response.
6. Evaluate pupils' success at working independently.

The Alternate Learning Center provides a consultant to assist with organizing the training.

*Presented at Awareness I

MINICOURSE 9

Higher Cognitive Questioning*

COURSE GOAL: To increase teacher effectiveness in the task of structuring questions to elicit well developed responses from children in Grades 4-9. This course aids teachers to present analysis, synthesis and evaluation questions in order to receive well thought through answers from students during class discussions.

OBJECTIVES AND SKILLS

HANDBOOK LESSON

Objectives: To have teachers practice writing and classifying Knowledge, Comprehension, and Application questions.

LESSON ONE: Improving the Quality of Student Answers

Objectives: To develop teachers' skills in judging the quality of student answers to higher-cognitive questions.

To increase teachers' use of probing questions as a follow-up techniques to help students support their answers.

To have teachers learn the procedures involved in microteaching.

LESSON TWO: Analysis Questions

Objectives: To increase teachers' use of three types of Analysis Questions:

a. students are asked to think of motives or causes to explain observed events.

b. students are asked to make inferences from observed data.

c. Students are asked to find evidence to support generalizations, interpretations, or conclusions.

LESSON THREE: Synthesis Questions

Objectives: To increase teachers' use of two types of Synthesis Questions:

a. students are asked to make predictions.

b. students are asked to develop solutions to problems.

LESSON FOUR: Evaluation Questions

Objectives: To increase teachers' use of three types of Evaluations Questions:

a. students are asked to take a stand on a controversial issue.

b. students are asked to judge truth or validity.

c. students are asked to make judgments about beauty o worth.

The Alternate Learning Center provides a consultant to assist with organizing the training.

*Presented at Awareness I

THE TEACHING OF SCIENCE*

The objectives are to give the teacher competencies in science skills, the design of instruction, classroom management, and interaction with children in the classroom. The course is designed specifically as an inservice course for teachers who are teaching or preparing to teach science at the elementary or middle school level.

The preservice version has been used at the university level in a cooperatively developed teacher preparation program that is in its third year of operation. It has been nationally field tested in a network of 12 colleges and universities during the 1969-70 school year by college professors after they had participated in a specially designed Leadership Conference in the summer of 1969; and again nationally field tested during the 1970-71 school year at eight institutions with college professors who had no special training in the use of the materials. Finally, the inservice materials have been field tested with more than 900 inservice teachers. In each of these situations data were collected on how the students performed and how they felt about their experiences.

Among 500 teachers in one city using the program, there are wide reports of increased confidence in teaching science to their pupils, and more science was taught than before.

After teacher preparation, the program is designed to work with children in existing instructional facilities, preferably with tables rather than desks, and with convenient and adequate storage space. Users will likely find, however, that per-pupil floor space requirements will be higher than ordinary, to allow children to work on their own in a "laboratory" setting.

The course runs 45 hours in length, with 2 1/2 hour sessions for a full academic semester. It is heavily material based, using samples of materials from such programs as SCIS and S.A.P.A. curriculums.

*Presented at Awareness I

CAM - CONCEPT AND MATERIALS

ABSTRACT:

The CAM Workshop is based on a systems approach to the design and production of instructional materials. The workshop begins with an introduction to writing instructional objectives in terms of a child's need and developing materials to accomplish the objective. Participants will design and produce projects in the following areas: filmstrips, graphics projects and games, photographic slide series, audio recording, transparencies. The workshop, encompassing 35 contact hours, is designed for classroom teachers, specialists, administrators, etc., working on any level from Kindergarten through High School. Each participant will receive an individual kit of production materials including ink markers, transfer letters, acetate, poster board, photographic film and processing, Xacto knife, audio tape, etc.

SPECIFIC OBJECTIVES:

1. Utilizing procedures presented at the beginning of the CAMSHOP participants will write complete instructional objectives.
2. Following a basic introduction to photography, participants will "shoot" a series of slides relating to a specific objective using "Instamatic" type cameras.
3. Participants will complete a "Pre-Production Outline" based on a specific instructional objective. Following basic instruction, they will design and produce an overhead transparency, a student response sheet, and a teacher's guide based on their objective.
4. Participants will complete a "Pre-Production Outline" based on a specific instructional objective. They will design and produce a hand made filmstrip to include a teacher's guide for its use.
5. Participants will complete a "Pre-Production Outline" based on a specific instructional objective. Following basic instruction, they will design and produce an audio recording which may be used in conjunction with the slide series taken in the first workshop, to include a teacher's guide and a student response sheet.
6. Participants will complete a "Pre-Production Outline" based on a specific instructional objective. Following basic instruction, they will design and produce a two or three dimensional visual, to include a student response sheet and a teacher's guide. In addition, each participant will produce a laminated visual.
7. Alternative methods of implementation of individualized materials will be presented to the participants. Examples of successful practices will be discussed and specific suggestions offered to participants.

MAJOR TRAINING ACTIVITIES:

Of the 35 contact hours, approximately 5 hours will be spent in directed instruction. The remaining hours will be spent in "hands-on" production by the participants. All materials necessary to the workshop will be provided.

PROJECT FIRST STEP

ABSTRACT:

Project First Step is a longitudinal-preventive, model program aimed at the early identification, assessment, educational management and follow-up of preschool -- upper elementary school-age children with special learning needs. The objectives of the program are to differentially train direct teaching (regular and special classroom teachers, remedial reading teachers, learning disability teachers, etc.), support (counselors, nurses, aides, volunteers, social workers, psychologists, etc.) and coordinator level (special education supervisors, curriculum directors, principals, elementary supervisors, etc) personnel to work together within the same theoretical framework to observe, analyze, plan and evaluate a teaching environment for youngsters with special learning needs so that these children may benefit from a unified educational program designed to maximize their opportunities for academic and social success within the mainstream of regular education.

Through a specifically sequenced series of graduate level, in-service training modules, course participants will be introduced to the basic framework which underlies the First Step Program, as well as to the practical application of these basic principles via specific methods and techniques which are relevant to the education of children with special needs in each of the participants' own work setting (i.e., regular or special education classroom, resource room, parent counseling programs, organization of individual school buildings, elementary programs and curriculum, day care programs, etc). Thus, coursework for direct teaching, support and coordinator level personnel will include some common information, yet each sequence will be tailored to meet the specific needs of the given discipline. For examples, direct teaching personnel will learn to pinpoint, observe and analyze childrens' differential learning patterns (Classroom Participation, Visual-Perceptual-Motor, Language, Body Awareness and Control, Conceptual and Academic Skills) through the use of teacher-designed informal and formal classroom diagnostic observation activities. In addition they will learn to use the Diagnostic Teaching Framework and the Child/Environment Interaction Analysis Model to:

- analyze the classroom environment
- modify classroom activities to create a MATCH between childrens' learning patterns and classroom expectations
- design developmentally sequenced programs for teaching basic learning and academic skills
- design and construct follow-up, learning center practice activities to reinforce skill development.

On the other hand, training for coordinator level personnel will involve not only the basic First Step theoretical framework and its translation into specific classroom and home techniques, but will also focus heavily upon principles and techniques for facilitating program development, operation

and continuation. Using the same theoretical framework as direct teaching and support personnel, coordinator level personnel will analyze the needs of their own work setting, set their own objectives for an early identification, intervention and follow-up program and design, carry-out and monitor a plan for organizing staff development activities to meet these objectives. Likewise, modules for support personnel will cover much of the above material, but will be oriented towards the function played by the particular specialist as a member of the School Planning Team involved in a longitudinal-preventive program.

The above training program will be organized into a four level series of workshops modules (mini courses) (see Figure I). At each level, the module will involve either 11 or 22 hours of class time (four to eight, 2 3/4 hour sessions), will carry 1 or 2 graduate credits and will be organized first, by discipline (direct teaching, support or coordinator personnel) and then, within discipline, by level of the child population served (i.e., pre-kindergarten, kindergarten, intermediate, etc.). Thus, for example, a given module at any level may be designed for direct teaching, support or coordinator personnel with an emphasis on content appropriate to either pre-kindergarten, kindergarten, primary or intermediate-age children with special learning needs. Prior to submitting an application to the Alternate Learning Center for such training, each interested agency will have the opportunity to discuss its own needs with a First Step consultant and to apply for only those modules which are most relevant to the agencies' goals.

SPECIFIC OBJECTIVES:

Outlined below are brief description of course content at each level and a sample objective drawn from a training module at that level:

Level I: This 1 credit (11 hr.) module will cover basic First Step theory and its application to the analysis of home, classroom and school environments. The content of this module will serve as the basis for all other First Step modules and will be appropriate for all school personnel.

+ Sample Objective (for direct teaching personnel)

Course participants will be able to sort and analyze behavioral descriptors, classroom situtations and specific teaching activities and materials in terms of the Information Processing Model, the Child/Environment Interaction Analysis Model and the Diagnostic Teaching Framework.

Level II: This 1 credit (11 hr.) module will be designed to assist participants to develop competencies in the areas of identification and assessment as it relates to their work with special populations.

+ Sample Objective

Course participants will demonstrate their knowledge of basic behavioral and developmental learning skills by:

a) Categorizing behavioral descriptors in each of the learning pattern areas (behavioral control and adjustment, social skills, visual-perceptual-motor, language, and body awareness and control skills) into their component processes.
b) Analysizing and sorting informal classroom observation activity descriptions in terms of the Information Processing areas and processes tapped.
c) Outlining an observational plan for observing specific learning skills formally and informally within the regular classroom.
d) Formulating an individual learning pattern for four children based upon informal and formal classroom observations.
e) Completing an analysis of a Project First Step video-taped classroom observation situation.

+ Sample Objective (for coordinator personnel)

Participants will identify, outline and prioritize program needs for special populations (pre-K-elementary) in their work setting.

Level III: This 2 credit (22 hr) module will cover the design of an intervention plan and the specific techniques and sequence for carrying it out.

+ Sample Objective (for direct teaching personnel)

Course particpants will demonstrate their ability to adapt curriculum objectives and classroom teaching activities to the child's level of skill development within modalities and processes by designing:

a) Classroom modifications aimed at creating a match between the level of task presented and the child's level of skill development.
b) Teaching sequences for the direct teaching of the essential precursor skills.
c) Practice activities to reinforce skill development.

+ Sample Objective (for support personnel)

Course participants will design and sequentially outline one possible intervention approach to their identified and assessed need (Level II) by using the essential elements of the Child/Environment Interaction Analysis Model.

Level IV: This 2 credit (22 hr) training module will help the participant carry out the intervention plan, evaluate its effectiveness and redesign objectives wherever necessary.

+ Sample Objective (for direct teaching personnel)

Participants will prepare materials to carry out the intervention plan and will compare and analyze pre- and post-performance of target children in the identified skill area.

MAJOR TRAINING ACTIVITIES:

At each level, all of the training material is designed to be applied and field tested in the course participants' work setting. The instructional approach may vary between modules depending upon the material being presented, the objectives of the course participants and the preferred learning style of the group. Generally, however, each class session will include:

1) Large group presentation and discussion (observation and problem-solving)
2) A small group practice session which will include an activity that will reinforce material presented during (1).
3) A large group feedback session
4) A homework observation or analysis activity which will serve as the focus of (1) during the following session.

Modules II and IV will also include a "hands-on" approach (i.e., designing and constructing teaching materials to be used in the identification, assessment and intervention plan).

Thus, for example, at Level I, the instructional approach will be as follows:

> Using the observation, problem-solving, discovery and practice activity approach, workshop participants will abstract from specific (concrete) instances (classroom observation, video-tape demonstrations, etc.) the basic principles of the theoretical model. These general principles will then be applied to new instances outlined on a practice worksheet and finally to real life situations in the participants own school system. Thus, understanding of theory will proceed from the specific to the general and then back to the specific (applied) by extending the general principles to new and unfamiliar situations so that they will be meaningful when applied "on the job".

CAREER EDUCATION (SECONDARY)*

ABSTRACT:

The goal of the Alternate Learning Center Career Education Training is to generate an educational delivery system which fosters the development of a high level of student self-direction and decision-making skills. We feel very strongly that Career Education can act as the catalyst to foster a totally new approach for preparing students for survival in the modern world. This survival demands that first priority be given to the development of self-direction and decision-making skills, with cognitive skill development and information-giving having secondary priority. (Note: Although human behavior is not subject to the laws of Newtonian Physics many people behave as if it were. In the past the relative simplicity of the society allowed inertial behavior. The emergining complexity of modern society, however, will tend to defeat those who react only when forces are exerted directly on them). The role of the school should be the provision of an action/experience space for the action poor/information rich child of today. Youth no longer needs school to be a window on the world as he has one in his home. Television and its technological relatives have proven to be superior to the modern school in the dissemination of information, and it seems insane that schools persist in seeing themselves as the student's window in information about the world--present, past, and future. We must, therefore, redefine our priorities in terms of what services we can effectively supply and what skills have become most germane to individual survival.

With this position in mind, the Alternate Learning Center Career Education Training has developed techniques and structures for fostering self-direction and decision-making at each level.

The secondary level program is a composite of three concepts which have been developed and validated separately. These concepts are labeled, the group leader (teacher advocate), contracting, and community experience or occupational shadowing. Each is briefly described in the following section.

The Group Leader

The group leader is a teacher who is assigned to up to thirty (30) students for whom he is responsible. The responsibilities include: counseling on normal developmental or behavioral problems, training in the cognitive methods and components of decision-making both in relation to careers and general life decisions, encouraging the making of tentative decisions based on the above processes and ultimately the formulation of contracts with each student based on his tentative exploratory decisions.

Contracting

Contracting is a means of relating a student's academic and vocational activities to his interests and tentative decisions. The system to be described provides a way of individualizing within a block schedule and also can lead to the erosion of the schedule with the ultimate goal of attaining a totally individualized scheduling system devoid of time and location constraints.

Community Experience/Occupational Shadowing

The most potent reinforcer available to the contracting system is the ability to contract for activities outside of the school in business and industry, or other community locations. This type of activity can be highly relevant and informative, and usually acts as a motivator for further exploration by the student involved, as well as providing motivation for other students to perform responsibly so that they can contract for activities outside of the school. The discussion will describe five types of community based experiences, each of which has been used extensively in programs around the country, but not with the controls provided by the group leader-contracting system.

*Presented at Awareness II

APEX*

ABSTRACT:

The Apex program is an extremely practical one based not only on true-to-life and business like input materials but also on sound educational principles.

Office simulation as developed in this program helps students, in the role of employees, to experience the operation of an office first hand.

Learning Through Participation

The main goal and considerable advantage of simulation is the development of learning through participation. Whether the student is attempting to improve his skills or to learn a new one, the emphasis is on participation so that learning takes place by doing.

Concentration on Critical Areas

The flexibility and realism of simulation, with its built-in possibility of ability grouping, allows both the office manager and the student to concentrate on the critical areas of skill, knowledge, and attitudes as the need arises.

Observation, Evaluation and Correction

Simulation allows for an on-the-spot observation, evaluation and correction of a student's work by the teacher in his role of office manager. The student, having been able to see the results of his work and to analyze all its elements in the circumstances of their operating environment, will upon graduation be able to perform immediately as a competent clerical worker.

Position Responsibilities

These are the tasks pertaining to each position. Each task consists of a unit of work involving the cognitive, psychomotor, and affective domains. For example, the task of calculating statistics performed by the regional clerk or machine operator, involved his cognitive and psychomotor abilities, while the necessity of working with other employees calls for affective abilities.

Performance Appraisal

Appraisal is concerned with the total performance of the individual: his attitudes, skills and knowledge. Operating office equipment and ability to deal with unexpected events are examples of observable actions subject to appraisal. Although performance ranks high in evaluating an employee, personality traits and appearance are also significant in judging an employee's effectiveness.

Growth and Development

As the employee functions in several of the fourteen positions, he gains new experiences and develops new competencies. Growth and development in one position make the employee eligible for promotion to a more responsible one, and each position leads to the achievement of attainable goals. If a student should lack the needed experience to become eligible for promotion, additional training at his present position under the manager's direction will enable him to direct his efforts toward a position that suits his interests and abilities.

Job Orientation

Although clerical occupations are varied and no two offices operate exactly alike, APEX follows certain methods of operation and policy procedures that are sufficiently time tested and accepted to be considered standard.

The key to the development of positive behavior at APEX is the creation of incentive and the prospect of promotion for sustained effort and demonstrated skill and knowledge. Thus, as the student progresses from one position and level to another, he gains broad experience of clerical occupations, which will be applicable in almost any business organization.

Human Relations

The development of good human relations is one of the main goals of APEX. Working together at various tasks, office workers learn that each individual differs in some way from every other in potential, behavior, emotional makeup, goals and basic needs. They find that, although there is no pat formula for "getting along" with others, there are nevertheless specific aspects of character, behavior, attitude, and appearance that promote pleasant and productive relationships among people. Just as important, they learn what motivates their own actions. By understanding themselves, they will be able to understand others better.

Desirable Attitudes

Closely related to human relations are, of course, desirable attitudes. Attitudes, which lead to the development of behavior and center on values, motives, and preferences, are developed by offering incentives and promotional rewards. That attitudes are as important for the office worker as are clerical skills is well known to personnel managers, who claim that more people lose jobs because of poor behavior and negative personal qualities than because of lack of skills. This program makes students aware of attitudes that are desirable and necessary for successful office work. Among these are the desire to solve problems, acceptance of responsibility, and respect for the individuality of others.

Integrating Skills

The emphasis at APEX is not merely on skills, but on the integration of all skills through simulation. This stress on realism provides an appreciation for the total job and, specifically, for what an actual office environment requires of an employee.

Career Planning

Many people discover their dislikes for a particular kind of work only after they have been working at it for months or even years. APEX, through simulation, helps the student to avoid this pitfall by providing realistic experience in several occupations and stressing the occupational as well as the educational needs of each student. This enables him to select the particular job for which he is best suited and, upon graduation, will guide him when assessing various job opportunities.

Placement and Follow-Up

The final objective of the program is the placement of students in clerical positions upon graduation. To this end, the instructor will encourage students to maintain the profile section for which space is provided in the Employee Handbook. Here are kept significant samples of the work accomplished by the student throughout the year. This record may be submitted to prospective employers in support of any job application. In addition, it is recommended that the instructor give each graduate such guidance as he can, based on his intimate knowledge of each student's personal proficiencies, in selecting suitable position openings for which the graduate can successfully apply.

After placement, former students should further be encouraged to keep contact with the instructor to help him accentuate--for the benefit of successive classes--the points of the program that proved most beneficial to the graduates.

*Presented at Awareness II

EVALUATION WORKSHOP I: AN ORIENTATION*

Evaluation Workshop I is designed to orient school and State Department of Education personnel to the basic principles, procedures, and problems associated with evaluating educational programs and to the kinds of information an evaluation can provide for educational decision-making. The workshop is based on the general evaluation model developed at the Center for the Study of Evaluation of Instructional Programs at UCLA. It takes two days to run and is ideally suited for groups of 30 to 45 participants. The workshop materials consist of a leader's manual, a notebook for each participant, and a set of exercises for each team of three participants.

Each team plays the role of the evaluator in the simulated evaluation of a tenth-grade biology-ecology course. The basic instructional procedure for each of the workshop's modules involves receiving instruction in one of the 5 phases of the Center's evaluation model (such as needs assessment), practice in solving relevant problems in this area via a team exercise (such as determining the relative priorities among potential program objectives), and feedback and discussion of the correct answers. Instruction is provided via pamphlets, lectures and audio tapes of conversations. By the end of the workshop, participants have completed exercises involving the selection, collection, analysis, and reporting of evaluation information for decision-making.

The team's exercises and feedback materials are packaged in a rip-off pad so that each team has a copy of the exercises and each participant has a copy of the instructions and feedback materials. Each participant is also given a 3-ring looseleaf notebook containing all the instructional and simulation material. At the conclusion of the workshop, the exercise and feedback material can be added to the notebook to create a 100-page guide to general evaluation principles and procedures; the participant keeps this as a reference tool.

Three versions of the workshop have been field tested; Verson 1 at 3 sites between March 1969 and April 1970, Version 2 at 5 sites during the spring and summer of 1970, and Version 3 at 12 sites between October 1970 and August 1971. The field tests indicate that participants significantly increased their knowledge of evaluation, developed a more favorable attitude toward evaluation, and found the workshop materials useful in their jobs. Details are reported in: Klein, S.P., and Nadeau, M.A., "Developing and Field Testing of Evaluation Workshop I: An Orientation", CSE Report No. 71, October 1971.

Three forms of a 23-item test were constructed and were administered in a couterbalanced design as pre-tests and post-tests. These tests were used to evaluate Versions 2 and 3; mean change scores were higly significant in both cases. For Version 2, the mean pre-test score was 14.70 and the mean post-test score was 16.80, yielding a "t" value of 4.85, which is

significant beyond the 0.01 level. For Version 3, the mean pre-test score was 14.69 and the mean post-test score was 17.15, with a "t" value of 12.67, significant beyond the 0.001 level.

At the conclusion of each workshop, a questionnaire was administered to the participants so that they could evaluate the workshop and make suggestions for its improvement. Both versions were considered quite valuable by most participants. For example, 88% of the participants indicated that they developed solutions to their evaluation problems at the workshop.

To study the impact of the workshop on participants who had taken Version 2 or 3, a questionnaire was sent to 297 previous participants in May 1971. The results were generally favorable. For example, of the 253 respondents, 72% had used the notebook since the workshop, 67% had discussed or shared materials and/or ideas with colleagues; and 90% indicated that the workshop enhanced their understanding of evaluation problems.

The Workshop requires about 16 hours from the leader and 16 hours from each participant. Participants work in teams of 3. The ideal number of participants is 30, but groups of 24 to 60 are feasible.

CTB/McGraw Hill, Del Monte Research Park, Monetery, California began publishing and disseminating the Evaluation Workshop in August 1971.

*Presented at Awareness III

DETERMINING INSTRUCTIONAL PURPOSES*

Determing Instructional Purposes is a training package containing a Coordinator's Handbook and training units on 1) Setting Goals, 2) Analyzing Problems, and 3) Deriving Objectives.

The purpose of the training units is to provide coverage of those skills that are basic to instructional planning and management. Each unit represents one step in a comprehensive process for translating information about instructional problems, goals, and constraints into systematic plans for the instructional program and consists of 1) reading materials, 2) simulated input, and 3) training exercises. The units use several methods, such as teamwork and feedback. The objectives for each unit are as follows: 1) Goal Setting (10-20 hours, 3 modules) - to guide instructional planners in determining what a district's goals are and what they mean, 2) Analyzing Problems (17-18 hours, 7 modules) - to enable instructional planners to set priorities for action on district problems, and 3) Deriving Curricular Objectives (8 hours, 4 modules) - to enable planners to translate their goals into appropriate objectives and to develop mechanisms for assessing those objectives.

Although the units fall into logical sequence, they have been designed so that they may be taken in any sequence or each one can be used alone. When the units become operational, they will not require the presence of the developers. Each unit contains all materials and instructions necessary for a coordinator to conduct a training course and is appropriate for a variety of training schedules and settings.

The units are intended for 1) school planners at elementary and secondary levels, 2) local school administrators, and 3) teachers. The "entry level" of trainees need not be high because the skills covered are relevant to school people having a wide range of duties.

The field test for Setting Goals was conducted at 5 sites with 74 participants between October 1971 and February 1972. Two Preliminary Performance Tests and 3 Definitive Performance Tests measuring 6 cognitive and 4 skill objectives of the training unit were given. All participants completed an individual written 2-3 hour pretest which was later readministered as a post-test. Trainees also completed a questionnaire on Affective Objectives. Trainees rated on a 7-point scale the degree to which the skills and knowledge gained from the training unit would be useful to their work. Results were as follows: 1) All the cognitive objectives specified for the introduction were achieved. 2) Cognitive and skill objectives specified for Module Two were met. 3) Cognitive objectives and product specifications for Modules One and Three were achieved, but the results were not positive for skill objectives. The performance effectiveness for these Modules has not been demonstrated. 4) In terms of affective objectives and product specifications applied to the entire unit, the results were positive. With the exception of skill objectives for Modules One and Three, the Goal Setting unit was found to be effective. Several alternatives are offered for skill objectives in Module One and Three. The standard of performance was typically the midpoint of the possible score range for each objective. For an objective to be considered achieved the following

conditions were to be met: 1) the pretest group mean was below standard; 2) the post-test group mean was above standard; 3) the post-test group mean was significantly greater than the pretest group mean. Once release is approved, additional performance testing can be arranged.

Three Preliminary Performance Tests of Problem Analysis were conducted between March and July 1971 with 44 trainees at 4 sites. An individual written pre- or post-test was administered before and after training. A split sample pre-post design was used and the evaluation of results was based on the objective that performance on the post-test would be significantly higher than on the pretest in terms either of the percentage of correct responses on items which could be judged correct or incorrect or the quality of the responses in terms of criteria presented in the Guidelines as judged by independently trained raters who were unaware of the field test design. After training, trainees also completed a knowledge test to evaluate their achievement of cognitive objectives and a questionnaire to assess their affective reactions to training. The performance effectiveness of the Introduction, Modules One-Four and Six-Seven was demonstrated in the performance field test. Module Five did not prove to be effective during performance field testing. Since Module Five is not essential to the entire unit, it was eliminated. Generally, performance field test results showed that product users acquire basic skills and knowledge related to the problem analysis process, show readiness to apply the process, and respond favorably to the product.

The main field test for Deriving Objectives was conducted from October 1971 to March 1972 at 5 sites. The sample ranged from 12 to 168 participants. One version of the test focused on foreign language curricula and one was a standard version. Both were administered to graduate classes in education, a professional organization workshop, and to foreign language teachers in a school district. A pretest and post-test were used to determine whether training objectives were achieved. All participants took the same pre- and post-tests. The training objectives were broken down into 25 discrete test variables. Achievement of statistical significance was deemphasized in favor of monitoring the practical significance of achieving a noticeable pre-post test gain on each variable. Data were analyzed in a "goal-free" manner for assessment of the direct effects of the training. Affective data were gathered to determine the acceptance value of the unit. Participants in the foreign language version gave slightly higher affective ratings to the unit, possibly because of a common participant interest. Trainees achieved statistically significant post-test gains of 18 of 25 variables tested. The unit was considered successful in developing knowledge, comprehension, and low-proficiency skill for performing tasks and functions involved in deriving curricular objectives. Analysis of affective data revealed that unit characteristics described by 128 of 142 items had met or surpassed the standard of acceptability.

Further revisons of the unit will focus on identifying more specific skills to be achieved. It should be noted that the entire training package will be revised before it becomes operational on a large scale.

A coordinator who assumes responsibility for the course is required. A group of people involved in local school planning at the elementary and secondary levels should participate in the course. Since this is an intensive course, a small group may be preferred. However, the group should be large enough to accommodate teamwork situations.

No special facilities are required. Any sufficiently large room would be appropriate.

*Presented at Awareness III

THE WISCONSIN DESIGN FOR READING SKILL DEVELOPMENT*

Individually Guided Education (IGE), a system of education and instruction developed by the University of Wisconsin's Research and Development Center for Cognitive Learning, is designed to produce higher educational achievement for children through adequate provision for differences among children in a rate of learning, learning style, and other characteristics. The Wisconsin Design for Reading Skill Development is a curricular component of IGE. The Design combines the wisdom of a generation of teachers and reading consultants with recent research findings. Although the Design functions more effectively in IGE's organizational-administrative structure, the multiunit elementary school (MUS-E), it can also be used in more conventionally organized elementary schools.

The Design is organized into six skill areas: Word Attack, Study Skills, Comprehension Skills, Self-Directed Reading, Interpretive Reading Skills, and Creative Reading Skills. The Word Attack and Study Skills areas have undergone a rigorous validation and are now commercially available for implementation in elementary schools. Inservice training in their use will be offered by the Alternate Learning Center in the A.L.C.'s fourth inservice cycle; the other four elements are in various stages of development and will become commercially available upon completion of field testing and validation (e.g., Comprehension Skills area is projected for commercial distribution in the Fall of 1975).

The purposes of the Design are:

1. to identify and describe behaviorally the skills which appear to be essential for competence in reading
2. to assess individual pupils' skill development status
3. to provide a system for managing instruction of children with different skill development needs
4. to monitor each pupil's progress.

The Design describes essential reading skills and related behaviors and provides machine- or hand-scorable criterion referenced tests for assessing children's mastery of these skills from kindergarten forward. Resource materials and management procedures help teachers (1) correlate skills with existing basal readers and various printed and audio-visual resources and (2) organize programs for individual children.

Word Attack

The Word Attack area is composed of 45 skills and associated behavioral objectives clustered in four levels. The four skill levels are roughly comparable to reading skill instruction found from kindergarten through grade 3.

Study Skills

The Study Skills area is composed of 132 map, graph and table, and reference skills clustered in seven levels. The seven skill levels are roughly comparable to instructional content for kindergarten through grade 6.

TEACHER RESOURCE MATERIALS IN THE WISCONSIN DESIGN

RATIONALE AND GUIDELINES

This booklet presents an overview of the Design, its purpose, components, relationship to a total reading program, general and day-to-day implementation, and implications for school personnel. The Design's Outline of Reading Skills and related behavioral objectives are also included.

TEACHER'S PLANNING GUIDE: WORD ATTACK AND STUDY SKILLS

The planning guides for Word Attack and Study Skills abstract much of the Rationale and Guidelines, but focus more sharply on day-to-day implementation and instructional procedures.

GUIDES TO INFORMAL SKILL OBSERVATION: WORD ATTACK

The guides are intended as models for individual skill assessment compatible with and complementary to the Wisconsin Tests for Reading Skill Development (WTRSD).

TEACHER'S RESOURCE FILE: WORD ATTACK AND STUDY SKILLS

These files include lists of published materials and teacher directed activities keyed to the same skills as the WTRSD.

WISCONSIN TESTS FOR READING SKILL DEVELOPMENT: WORD ATTACK AND STUDY SKILLS

Criterion referenced tests include items for the specific skills outlined in Word Attack and Study Skills. Each test has an accompanying administrator's and technical manual, and is available in two forms. One battery of several subtests, is for initial assessment; the second, a single test format, is for retesting.

PUPIL SKILL PROFILE CARDS: WORD ATTACK AND STUDY SKILLS

A card sort system is the basis of the Design's management component. Each of the skills is listed on a card. When a child has mastered a skill, his card is notched. When the cards are sorted by skill, students who have or have not mastered a particular skill can be identified.

SLIDE FILM SERIES

Twelve slide films including one which introduces the Design and another which illustrates Individually Guided Education's instructional programming model at work in reading; the remaining ten cover the specifics of Design implementation.

INSERVICE WORKSHOP: TARGET POPULATION AND AGENDA

The purpose of the workshop is to provide training for local school or district staff members in the implementation of the Wisconsin Design. Discussions cover the background and rationale of the Design, its elements, criterion-referenced assessment, groupings, instruction, and strategies for installing a local inservice program. Participants receive a complete set of the Word Attack and Study Skills elements of the Wisconsin Design and are instructor-led step-by-step through the development of an inservice model, identifying staff roles and responsibilities. Simulation activities provide a greater depth of understanding of the use of the Design materials. An inservice guide and syllabus is provided. Presentations include films and other audio-visual materials. Ample time is allowed for discussion and questions.

WORKSHOP OUTLINE

I. Overview of the Wisconsin Design for Reading Skill Development

   A. Background and Rationale

   B. Skill areas

      1. Word Attack

      2. Study Skills

      3. Projected composition of Comprehension, Self-Directed, Interpretive, and Creative Reading Skill Areas

   C. Materials

      1. Wisconsin Tests for Reading Skill Development

      2. Teacher's Planning Guide: Word Attack and Study Skills

      3. Teacher's Resource File

      4. Pupil Profile Card

      5. Inservice slide film series

II. The Design and your on-going Reading Programs

A. Assessment and grouping

B. Management

C. Instruction

III. Developing an Inservice Model

A. Roles and responsibilities

B. Implementation strategies

COST OF IMPLEMENTING THE DESIGN IN A SCHOOL

Approximately $1.50 per pupil for Word Attack and approximately $1.75 per pupil for Study Skills during the first year; 25¢ to $1.00 per pupil in subsequent years. Materials are published by and available from National Computer Systems, Inc., 4401 West 76th Street, Minneapolis, Minnesota 55435.

EVALUATION RESULTS FROM FIRST YEAR OF FIELD TEST

Findings:

1. Children in both advantaged and disadvantaged sites generally performed at one level above that at which they began the program, indicating attainment of specific objectives. Of pupils whose profile card indicated they had mastered a skill, 75% were able subsequently to demonstrate mastery of the objective. While a portion of the loss is attributable to error of measurement, informal assessment procedures appear to account for a substantial amount of the discrepancy. Teachers are now advised to use the tests provided by the program to assess mastery. In addition, the lack of fit between a pupil's ongoing record card and subsequent testing is less that of skill loss than of skill gain without instruction. Teachers appear to be conservative in their judgements about what a child can do, and a majority of children have more skills in their repertoire than their record indicates.

2. Comparative performance of participants in the program with those of the same age/grade characteristics and at the same school.

   On Design Tests: Achievement of participants was uniformly higher on all program-imbedded measures for the advantaged group and for most of the disadvantaged group.

   On Standardized Word Attack Measures: All participating subgroups performed as well or better on standardized measures of Word Attack. The contrast between participants and nonparticipants in their second and third years of school (Grades 1 and 2) was significant at or beyond the .05 level for all subgroups using school mean as the unit of analysis.

On Standardized Tests of Vocabulary and Comprehension:
Systematic differences between the two groups were not observed. Despite the focus on Word Attack, these areas appear not to have suffered, but neither did enhanced Word Attack performance contribute to improvement in comprehension.

Other Findings:

Conventionally-organized schools which install the program tend to evolve cooperative planning and teaching processes. Principals report greater satisfaction with their staff in the areas of commitment, cooperation, and use of consultants. One of the conventionally organized schools adopted the multi-unit organization following installation of the Design.

EVALUATION OF THE WORD ATTACK ELEMENT FOR THE WISCONSIN DESIGN FOR READING SKILL DEVELOPMENT: AN INTERIM REPORT ON THE LARGE-SCALE FIELD TEST - JANUARY 1972

Objective 1: Installation: Most local workshops were conducted well but it was evident that a two-day inservice period provided too little time for cooperative planning and for keying of activities to objectives. The program materials themselves were well received. A.L.C. training is considerably more comprehensive.

Implementation: Minimum requirements were stated to communicate the developers' expectations to field test participants. All but one of the 23 schools installed and implemented the program according to the pre-established minimum requirements; the remaining school met the requirements for installation and first semester implementation, but failed to maintain program operations at a high level as the school year drew to a close. Minimum requirements were stated to communicate the developers' expectations to field test participants. Implementation according to expectations was therefore judged to be feasible.

Objective 2: Skill Attainment and Maintenance: At each age/grade level pupils were typically performing one level higher in the spring than in the fall. Skill maintenance, when interpreted as the fit between a pupil's recorded mastery and later test performance, was 87% in non-urban schools and 75% in urban schools. These rates may have been adversely affected by the teachers' assessment practices; formal assessment using Design Tests exclusively may result in higher retention rates.

Objective 3: The data comparing program users with non-users indicate that the program is successful in improving pupil performance. On program-embedded tests, six of seven user groups performed significantly better than non-user groups, and the remaining group was higher as well, but not significantly so. All mean scores on program independent standardized measures of Word Attack were higher for users than for non-users; one of the differences, that of the grade 2 urban user, was statistically significant. On Word Reading, second graders with reading achievement typically above average significantly outperformed the control group. On other standardized tests of general reading skill, no significant differences were recorded.

*Presented at Awareness III

EDUCATIONAL PROJECT MANAGEMENT

ABSTRACT:

This is a 36 hour workshop designed for school personnel who are, or expect to be, responsible for the planning, implementation, and control of an educational project. While the tools are of use to any person in an administrative capacity, they are particularly useful to directors or coordinators of compensatory education programs, career education programs, ESEA Title IV programs, or programs of similar intent. The "heart" of the workshop is the learning material called Educational Project Management Instructional System (E.P.M.I.S.) developed by Research for Better Schools in Philadelphia. These materials consist of twelve modules of instruction supported by a filmstrip, tape cassette presentation, and pre-post tests for each module.

SPECIFIC OBJECTIVES:

Specific objectives are present for each of the twelve modules. Some of these modules and objectives are listed below.

A. Introduction to Project Management

As a consequence of particpating in this lesson, the following objectives should be reached. The student should be able to:

1) Define the concepts of project and project management.
2) Identify the major principles and functions of management.
3) List and describe the lifecycle phases of a project or the major missions of project management.

B. Developing a Work Flow

As a consequence of completing this lesson, the student should be able to create a proposed work flow in a graphical manner when given a work breakdown structure for a project. The specific objectives of the lesson are as follow:

1) The student should be able to draw a work flow.
2) The student should be able to designate from a given work flow and work breakdown structure those significant points of accomplishment which are designated as milestones.

C. Cost Estimates and Budgets

Given a task-event-resource calendar, and resource commonality table, the student should be able to:

1) Calculate estimated personnel salary, wages and fringe benefits.
2) Calculate estimated project indirect costs.
3) Calculate the estimated costs of project equipment, materials and supplies, contracted services and travel.
4) Estimate the cost of individual project tasks or work units.

MAJOR TRAINING ACTIVITIES

The major activities consist of the utilization of the EPMIS training materials on a group basis. Then, depending upon the needs and desires of the participants, the application of the concepts to a simulated project-developed by the EPMIS authors, or projects of interest to the students. If time permits, and student interest is present, the work flow diagram can be processed on the RIC computer to demonstrate the potential of a computer based project information system.

EVALUATION

Field tests have been conducted at eight different test sites with 123 school district participants representing 12 states. Preliminary conclusions are:

1. School personnel report frequent use of the materials over an extended period (9 months) to perform a wide variety of on-the-job project management tasks.

2. School personnel making frequent use of the materials report an increased effectiveness in the performance of on-the-job project management tasks.

AN IN-SERVICE WORKSHOP FOR
TEACHER TRAINING IN ENVIRONMENTAL EDUCATION*

ABSTRACT:

This in-service training was part of a Title III, Section 306 project which has been on-going at Nolde Environmental Education Center since July, 1971. While orginally designed for teachers in grades 5 and 7, it has been developed for K-8 teachers with a transferable skill factor which will enable the 9-12 teacher to gain from it. The Rhode Island adaptation is a three credit course consisting of 15 weekly - 2¼ hour sessions and contains elements of benefit to teachers K-12.

OBJECTIVES:

Objectives are taken from their most recent environmental education inservice training.

Upon completion of the in-service workshop, participating teachers will;

1. Demonstrate significantly an increase in environmental awareness and sensitivity and the need for environmental education.

2. Evidence a basic understanding of ecological concepts as they relate to maintaining a quality environment.

3. Evidence a basic knowledge of the interrelationships involving the social, economic, political, moral and technical ramifications concerning environmental problems and their issues.

4. Be able to identify and suggest solutions to local environmental problems dealing with water, air, soil, population, land management, solid waste, urban blight and etc.

5. Develop the ability to organize and execute a variety of field learning experience utilizing the total community as the learning resource center.

6. Demonstrate the ability to develop environmental education teaching units including field learning experiences for the community in which they work.

7. Demonstrate skills and abilities in teaching environmental education utilizing innovative activities and techniques such as the inquiry or discovery methods.

8. Demonstrate adequate knowledge of community resource personnel and facilities to be included as a part of the total environmental education program.

9. Demonstrate an understanding of the role environmental education plays in the total school curriculum.

10. Demonstrate the ability to integrate the various environmental education experiences within the areas of the total curriculum.

11. Demonstrate an ability to survey and evaluate the potential of environmental education materials as it relates to various curriculum areas.

MAJOR TRAINING ACTIVITIES:

1. Introduction, Orientation, Registration

   "A Process & Problem Solving Approach to Learning"
   "Perspectives, Philosophies, & Goals of Environmental Education"

2. Materials and Methods of Working Outdoors

   a. Observing with the senses
   b. Plot study
   c. Stream study
   d. Communications, sketching and writing
   e. Urban investigation

3. Community Component

   a. Identification of local resource sites
   b. Establishment of resource person list
   c. Establishment of a local advisory committee

4. Implementation of the Problem Solving Approach

   a. "Seaside City" - a land use simulation
   b. Development of individual simulation game
   c. One of the following alternatives:

      (1) Involve your class in the identification and study of a local environmental problem and attempt to solve the problem.

      (2) Involve your class in an "urban investigation" on whatever scale seems feasible depending upon your individual situation.

(3) Involve your class in the investigation of a local environmental issue.

Including a strategy for the implementation of your proposal; a written and oral case study describing:

What you did (which alternatives)

How you thought you were going to do it

What you used

a. activities and methods
b. materials
c. community involvement
d. resource people
e. local environmental sites

What happened

How you would do it next time

Sessions will be scheduled for oral case-study presentations and exchange of ideas, information and materials.

5. "Audio-Visual Materials - Review of Literature and Curriculum Materials in Environmental Education".

EVALUATION RESULTS:

Evaluation was done by Educational Research and Development Associates, (ERANDA) 28 West Market Street, West Chester, Pennsylvania, 19380.

ERANDA's Interim Report (March 10, 1974) points out that on a rating scale of 1 (unacceptable) to 5 (excellent), which rates various aspects of the teacher workshop (overall evaluation, relevancy of content material, work sessions, inquiry technique, instructional materials and environmental education methodology) the workshop was judged at least adequate by all participants. ERANDA states, "....all staff development operational process objectives have been met or exceeded...."

*Presented at Awareness IV

IMPROVISATIONAL TECHNIQUES FOR THE CLASSROOM*

ABSTRACT:

This course includes fifteen two and one-quarter hour sessions which explore Creative Drama and realted improvisational techniques as learning processes for the classroom. It is intended for elementary and middle school teachers as well as specialists and administrators. Through an experiential series of workshops, teachers will develop a sense of self, and an ability to think creatively within the group. They work cooperatively and respond spontaneously in a non-judgmental atmosphere. They stretch and extend their cognitive and affective abilities as they cope with social problems which demand decision-making and respect for individual human rights. Concurrently, teachers use their new insights and techniques with their own students, the results of which are reported back to the group for their decision and evaluation. The several studies appended show statistically the positive gains made in self-concept and verbal fluency by different groups of children exposed to our Creative Drama Programs.

OBJECTIVES:

A. Participants will acquire new skills for developing positive self-concepts in their students.

   1. They will be able to use a non-judgmental approach in the classroom.

   2. They will be able to structure dramatic play for spontaneity and original thinking.

B. Participants will acquire skills for developing verbal fluency in their students.

   1. They will be able to help children deepen their thinking and increase their capacity for articulating original ideas.

   2. They will also be able to elicit imaginative writing.

C. Participants will acquire skills for promoting interpersonal and group relations.

   1. They will be able to help children solve classroom problems of social behavior.

   2. They will be able to help develop leadership potential through involvement in the dramatic process.

EVALUATION RESULTS:

Chepachet School, Glocester, Rhode Island, 1971. Fifteen weeks, Grades 1-4. The children who experienced Creative Drama performed significantly better at the 1% level in the area of oral expression and creative thinking than a similar group of individuals who did not recieve the program.

Project Open - Providence, Rhode Island, 1972. Three hundred and fifty kindergartners. "Statistical analysis of the results indicate that the experimental group receiving a special program increased significantly in verbal fluency and self-concept as compared to no change in the control group. Scores of children in this group averaged a gain of 2.2 points, whereas the children who received no special program gained only .5 points."

Project Readiness - Providence, Rhode Island, 1973. Four months, 383 kindergartners. "Statistical analysis of the results indicate that the experimental group receiving the special program increased significantly in all three variables of verbal fluency, self-concept, and sociability at the 1% level as compared to no change in the control group.

Improvisational Techniques for the Classroom - Providence, Rhode Island, 1974. Fifteen weeks--sixteen teachers. A questionnaire given at the end of this workshop to the teachers by the Department of Training and Staff Development of the Providence School Department produced the following answers: 93% of the group found the training to be very informative; 93% of the group found the material more than helpful; 94% of the group found that the way in which the material was presented was good; 100% of the group found the material had value in helping them do their jobs effectively; 100% of the group indicated they would be able to put into practical application what they have learned.

*Presented at Awareness IV

CREATIVE PROBLEM SOLVING*

ABSTRACT:

Creative Problem Solving is a process-oriented approach which allows an individual to strengthen his own creative processes. It does not make a person creative, but rather forces one to fully utilize his own creative potential.

CPS can be utilized by school systems in a number of ways. Teachers can be trained in CPS, allowing them to be more creative and innovative in their classrooms. Students can take CPS to enhance their critical and creative thinking. Administrators could use CPS to help them tackle all types of problems via creative procedures.

CPS enables a person to enjoy, by using his creative mind, a constant source of pleasure in his life. This kind of pleasure, satisfaction, gratification, fulfillment of real living...call it what you wish, allows a person to recongize his creative potential and to do something about it.

OBJECTIVES:

The major objectives are to develop in students:

1. Consciousness of the vital importance of creative effort--in business, in the professions, in scientific and technical pursuits and in personal living.

2. A strong motivation to utilize their creative potential.

3. An attitude of self-confidence in their ability to be deliberately creative.

4. Heightened sensitivity to the problems that surround them--an attitude of "constructive discontent" toward situations as they exist in their lives.

5. Open-mindedness toward ideas of others.

6. Greater curiosity--an awareness of the many challenges in life.

7. Improved abilities associated with creativity--particularly improvement in ability to produce quality ideas and original ideas for the solution of problems.

EVALUATION RESULTS

The hypothesis tested was that scores on creative ability tests can be significantly increased through a program developed to present incrementally the principles and procedures of a creative problem solving course.

The sample consisted of three randomly selected groups, matched on the basis of the Lordge Thorndike IQ test. First group consisted of experimental subjects taking the program with an instructor; the second group consisted of experimental subjects taking the program alone; the third group served as a control, receiving no training between the pre and post tests.

The experiment required the use of three separate analysis, each with a two by three factorial design. Analysis of variance and covariance techneques were employed.

The experimental students on almost every test, made greater gains than did the control students. In almost all of the measures, the gains of the instructor-taught programmed groups were significantly superior to that of both control groups. The instructor-taught groups tended to be more markedly and consistently superior to the control groups than did the students who had the program without an instructor.

*Presented at Awareness IV

EXPERIENCES IN THE METRIC SYSTEM*

ABSTRACT:

This program is designed to give teachers an introduction and foundation for a working knowledge of the metric system. The test book for the program is designed for students with little or no experience in metric measurement. The program is activity-oriented and concentrates on the metric units of length, volume, and weight. The program can be completed in 15 hours of classes.

OBJECTIVES:

1. The teacher will be introduced to the basic units of measure used in the metric system.
2. The teacher will construct metric measurement devises to use in the classroom.
3. The teacher will become familiar with commercial products for teaching and using the metric system.
4. The teacher will evaluate commercial products for teaching the metric system.

EVALUATION RESULTS:

The experience in the Metric System Program has been field tested and revised based on the experiences and evaluations of more than 300 teachers and college students who participated in the program in south-east Minnesota during the 1973-74 academic year.

*Presented at Awareness IV

PROJECT ACTIVE

ABSTRACT:

Project Active is an in-service training program for educators in organizing, conducting and evaluating individualized physical education programs for handicapped students, pre-kindergarten through high school. The competency based training program and the curriculum for improving motor and perceptual-motor performance in students have been validated as successful, cost-effective, and exportable by the standards and guidelines of the U.S. Office of Education and endorsed for national dissemination by the Dissemination Review Panel. The project's dissemination is funded by the Elementary and Secondary Education Act, Title III.

Teacher training programs have been conducted throughout New Jersey over a two year period by a cadre of twenty teachers who are implementing the program with their own students. As of June, 1974 one hundred and eighty participants had successfully completed the forty hour training program and, as a result, had introduced an individualized developmental and adapted physical education program to approximately 3,800 students.

OBJECTIVES:

Upon completion of the course trainees will be competent in the following:

1. Individualized Instruction
2. Scheduling
3. Physical Fitness/Motor Performance
4. Body Mechanics
5. Breathing Problems
6. Nutritional Deficiencies
7. Motor Disabilities/Limitations
8. Mentally Retarded/Learning Disabilities
9. Partially Sighted/Blind

COURSE OUTLINE:

The in-service program is forty hours of both lecture demonstration and activities. Twenty hours is devoted to the theory behind the projects approach and twenty hours is devoted to working with handicapped children. Those who successfully complete the Project Active training program attain the following competencies:

Individualized Instruction

Write individual prescriptions based on the conversion of raw data to percentiles/stanine scores (no mathematics involved).

Prepare activity time prescriptions based on individual strengths and weaknesses.

Prescribe tasks/activities commensurate with a student's primary and secondary body structure characteristics.

Scheduling

Schedule students, grades K-12, in a developmental program on the basis of self-contained, or departmentalized classess.

Physical Fitness/Motor Performance

Prescribe tasks/activities on the basis of physical fitness/motor ability problems manifested.

Design and use a Prekindergarten Motor Ability Screening Instrument.

Body Mechanics

Prescribe exercises to alleviate muscular imbalance, based on the identification of posture problems (subject to the approval of the family/school physician).

Differentiate between a potential "structural" and "functional" curvature of the spine.

Breathing Problems

Plan an activity program commensurate with the individual's breathing tolerance limits, based on measurement of vital capacity (i.e., expiration capacity).

Nutritional Deficiencies

Determine the daily caloric/physical activity needs to sustain, decrease, or increase body weight.

Determine nutritional needs on the basis of bone structure, adipose tissue and muscle girth measurements.

Motor Disabilities/Limitations

Prescribe exercises to improve joint flexibility, based on range of motion measurements.

Prescribe tasks to improve disuse muscle atrophy, based on the assessment of strength tolerance limitations.

Determine proper crutch length.

Demonstrate proficiency in crutch-gait walking.

Mentally Retarded/Learning Disabilities

Prescribe tasks/activities to relax the hyperactive child based on "tension control" exercises.

Differentiate between and plan prescriptive programs for subject's evidencing visual response and visual-motor response problems.

Partially-Sighted/Blind

Prescribe tasks to enhance the subject's kinesthetic sense (awareness of body parts in space).

EVALUATION RESULTS:

The pre-post test Teacher Cognitive-Psychomotor Test, developed by the project staff, was administered to the eighty workshop participants trained in 1973-1974. The minimum level of performance acceptable was 80% efficiency on a minimum of 20 or 25 competencies. Post-test results showed a minimum of 80% competency on all 25 items.

Experiments were also done on children in the development district. They showed significantly higher scores, after six months, than children in the control group. More extensive data is available from the program developer.

TEACHER EFFECTIVENESS TRAINING

ABSTRACT:

Teacher Effectiveness Training is an in-service program developed to give teachers and administrators a new, more effective approach to their relationships to each other, their students and the students' parents. Training involves a minimum of 35 contact hours. Each section will have a maximum of 25 trainees.

Effectiveness Training teaches participants how to improve the quality of their relationships with others by learning shared decision making. It is axiomatic in Effectiveness Training that authoritarian control automatically leads to irresponsible behavior and resentment. That is, if I am a free participant in a decison, I will actively try to implement it, if not, I will resent it. This is true whether the relationship is between principal and teacher, teacher and student, or teacher and parent.

Effectiveness Training works toward making one conscious of the pitfalls of authoritarianism and then teaching concrete alternative skills. The skills have to do with how to listen so as to know what the other is saying and feeling, how to let one's own needs be known in such a way as to not drive the other into their defenses, how to deal with conflicts in a relationship so that no one loses as a result of the resolution, and how to deal with the inevitable conflicts of values that appear in relationships.

SPECIFIC OBJECTIVES:

It has become apparent that technological advances in instructional methodologies and innovations in educational philosophy are beginnng to demand a radically new role for the teacher in his relationships with students. This role departs from the traditional one of authoritarian information-giver and instead will require the teacher to perform certain functions for which most teachers have not been trained or at least not adequately trained:

1. Facilitating self-directed learning
2. Conducting productive student-centered classroom discussions
3. Serving as an educational consultant to students
4. Facilitating student problem-solving
5. Fostering a classroom climate of intellectual freedom and creativity

Equally important, this new role departs from the traditional one of the teacher as the classroom disciplinarian controlling student behavior by reprimands and threats of punishment. Instead, the new role of the teacher will require such new skills as:

1. Fostering students' self-control and self-discipline to avoid both authoritarian or permissive approaches to discipline.
2. Developing self-responsibility and independence in students.
3. Fostering student participation in rule-setting.
4. Resolving classroom conflicts through mutual problem-solving.

Finally, teachers will need to learn effective new skills of communicating with students - skills that have a high probability of:

1. Enhancing students' self-esteem
2. Reducing students' dependence
3. Helping students solve their own problems
4. Making students feel understood
5. Reducing the psychological distance between teacher and students
6. Reducing student hostility toward teachers
7. Influencing students to have consideration for the needs of teachers and other students
8. Producing a relationship of mutual respect between teacher and student

MAJOR TRAINING ACTIVITIES

Each session is spent in the development of the Teacher Effectiveness skills. The homework activities of the course tend to be bunched in the early sessions so that students can begin to develop skills as soon as possible. As the course progresses, more time is spent in dealing with participant problems with the skills as well as examples of successful use of the skills. Role-playing during the early sessions tends to center around the instructor but as participants become more skillful, the role-players more and more allow for more extensive participant involvement. Each class is designed to move quickly from one activity to the next. While this is tiring sometimes, it is never boring. While there is a textbook to read and a workbook with exercises to do, the major homework activities center around teacher use of the TET skills in their own classrooms. These participant experiences with the skills in an actual classroom situation become the major source of discussion material in the TET training.

PROGRAM BUDGETING

The Alternate Learning Center will be offering a course in Program Budgeting during the Spring Semester, 1976.

The course will be restricted to those pilot school districts which are involved in standard accounting. A full program description will be available at the Awareness V conference on October 8, 1975 at the Colonial Hilton Inn.